

CHAPTER I

INTRODUCTION

A. Background of the Study

More than thousands of languages are spoken in the world, with each individual language having its own uniqueness. Out of these languages the mostly popular language used today is the English language; it has become the most popular language spoken worldwide. Therefore there has been a huge demand for teaching and learning the English language.

Language is a system that consists of the development, acquisition, maintenance and use of complex systems of communication, particularly the human ability to do so; a language is any specific example of such a system. Because English is used globally, people have to know and learn the language for communication. So, if people master English, people can build the relationship between other people from overseas. For example, if someone has been vacation overseas they can easily speak in English to the people there.

In Indonesian, English language has been taught since kindergarten. In kindergarten, the children learn about English vocabulary that is easy to remember and pronounce. English language had to be adjusted with children's language development and characteristics. Such as teaching vocabulary, in which children can find in things in their everyday lives. Learning foreign languages, children will be more enthusiastic than adults because of the perception and different characteristics. In addition, they will be easily pleased with the teacher but will also easily lose interest in following the material. (Cameron, 2001).

The teacher is the only one who can see the development of the students. Based on the age children can be divided into two main groups, namely children aged five to seven years at the level of one, or a beginner

stage. Furthermore, children aged eight to ten years is also a beginner, or they have to learn English within a certain time, so there are two levels at the age of eight to ten years.

What kind of things can do at their own level by age five to seven-year-olds; they can plan their activities, they talk about what there have done, and they can use various intonation patterns in their mother tongue. There are things they can do at their own level by age eight to ten year olds; they ask questions all the time, they are able to decide what they like and dislike, and they can work and learn from others.

In addition to being absolute activities undertaken by students and teachers, teaching is also a process to provide guidance or assistance to students in learning. This activity is done deliberately and conditions that are created are teachers as teachers and students as learners. The roles of teachers as counselors are faced with several examples of problematic students like there are some students who quickly learn the material. There are students who are still digesting teaching materials; some students are slow in capturing teaching materials.

As a teacher in charge to solve the problem that occurred here are some efforts to improve students' English language in order to achieve the objectives and functions of English language learning. Not only support in English but also the teacher should provide practical communication with students who use English so students can develop English to speak. One of the teachers can use song media as teaching material. Using books and learning system that is already available is difficult to be used to increase students' knowledge of the English language so that teachers deliver innovation in learning more creative and provide a noticeable improvement.

Music is an art form and cultural activity whose medium is sound organized in time. General definition of music include common elements such as pitch (which governs melody and harmony), rhythm (and its associated concepts tempo, meter, and articulation), dynamics (loudness

and softness), and the sonic qualities of timbre and texture (which are sometimes termed the "color" of a musical sound). Different styles or types of music may emphasize, de-emphasize or omit some of these elements.

Music is performed with a vast range of instruments and vocal techniques ranging from singing to rapping; there are solely instrumental pieces, solely vocal pieces (such as songs without instrumental accompaniment) and pieces that combine singing and instruments. In language acquisition benefits have linked music. Trinick (2011) describes the use of songs in classrooms in New Zealand, stating how to help children interpret the language found in the recurring patterns in songs and syntactical practices and lessons learned in the context of semantics.

The development of communication and maintaining interest and motivation for learning English is the main goal in learning English. In achieving this we need content that is tightly bound to real life and the need for material that is adapted to different learning styles. In teaching students not only learn and practice English differently, they tend to choose specific characteristics at their age. In general, children love songs, so they will be more enthusiastic when using songs in learning. One of the main factors is that learning using songs will have an impact on a child's mindset if they are actually following an interestingly packaged lesson.

Apart from this, the song serves as a good source for pronunciation, intonation, and accent, but also as a practice of listening skills and vocabulary development. What has been specified above is the reason to do research. MI Tamansari is one of the elementary schools in Pati with a large number of students where the learning system is based on Islamic religious values. Based on this the writer wants to study the implementation of English using media songs in this elementary school. This study aims to determine the strategies used by teachers in teaching English to young learners.

One of the big problems we all face, whether teaching English to children or adults, is maintaining learner's interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

According to Wendy A. Scott and Lisbeth H. Ytreberg theory (1981: 105) there are several types for the teacher when things go wrong in the classroom, namely an external disturbance, an internal disturbance, the class is out of the control, an activity is taking too long, have extra time, an activity doesn't work, and an activity is too difficult. Consequently, the researcher wanted to know the use of song in teaching English to the fourth grade students' of MI Tamansari Jaken Pati in 2019/2020 academic year. MI Tamansari is an Islamic school located in remote area in Jaken Pati. English teacher is not an English Department graduate, but from other Department graduate. The materials of teaching English subject at the fourth grade of MI Tamansari Jaken Pati such as, laptop, songs, and Latin book. From the phenomenon above, the researcher is interested to conducting research at MI Tamansari Jaken Pati, entitled: "The Use of Song in Teaching English to the Fourth Grade Students of MI Tamansari Jaken Pati in 2019/2020 Academic Year"

B. Limitation of the Study

To prevent misunderstanding and clarify the study, the limitation of study should be made. The researcher limits the study of this research only on how teachers apply the strategies in teaching English using song at MI Tamansari Jaken Pati in 2019/2020 academic year. This observation is about the procedure of teaching English using song and the problems faced by the teachers in implementing song in building English for young learners.

C. Research Problem

The research problems of the study are formulated as follows:

1. How is the procedure of teaching English using song?
2. What are the problems faced by the teacher in applying the technique?

D. Objectives of the Study

The research is intended to:

1. Describe the procedure teaching English using song.
2. Identify the problems faced by the teachers in implementing song in building English for young learners.

E. Significance of the Study

Given the importance of this research in a variety of factors, the benefits of this study are viewed from two aspects, namely:

1. Theoretically

- a. This research is expected to contribute knowledge, especially about learning English through songs in children MI Tamansari.
- b. This research is expected to contribute to learning the theory of the English language through songs in children MI Tamansari.

2. Practically

Practically, the results of this study can be input and methods for teachers to develop English learning in Elementary school through the song method, then can be an alternative way of learning that is effective and appropriate for students, and can be a contribution to ideas for improving learning systems which is better for school.

F. Research Paper Organization

In order to make this research paper easy to follow, the researcher divided this research paper into five chapters.

Chapter I is introduction. It consists of background of the study, limitation of the study, research problem, objectives of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, definition of teaching, definition of teaching young learner, the characteristic of young learner, the definition of song, the function of song, the kinds of song, the advantages and disadvantages of using song, the procedure of teaching song and the problem of teaching song.

Chapter III is research method. It relates to research type, research object, research subject, data and data source, method of collecting data, technique for analyzing data and data validity.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.